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# TRAINING MANUAL

FOR VISITORS

PART II

Skills and Knowledge

STAFF DEVELOPMENT SERVICES

DECEMBER 1951



ILLINOIS PUBLIC AID COMMISSION  
CHICAGO SPRINGFIELD



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ILLINOIS PUBLIC AID COMMISSION  
TRAINING MANUAL FOR VISITORS I  
PART II--SKILLS AND KNOWLEDGE

Prepared By  
THE IN-SERVICE TRAINING COMMITTEE  
Under the Direction of  
STAFF DEVELOPMENT SERVICES



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## TABLE OF CONTENTS

	Pages
EARLY HISTORY OF PUBLIC WELFARE. . . . .	1
SOCIAL SECURITY ACT AND CATEGORICAL ASSISTANCE PROGRAMS	4
PUBLIC ASSISTANCE ADMINISTRATION IN ILLINOIS . . . . .	9
PUBLIC RELATIONS FOR THE PUBLIC ASSISTANCE WORKER. . . .	11
THE UNDERSTANDING OF HUMAN BEHAVIOR. . . . .	14
INTERVIEWING . . . . .	23
SOCIAL CASE WORK . . . . .	27



## EARLY HISTORY OF PUBLIC WELFARE

Purpose Of The Section. The purpose of this section is to give a brief historical outline of the background of public welfare in order to furnish a basis for better understanding of modern public welfare administration.

### Contents Of The Section.

#### I. GENERAL BACKGROUND

- A. The concept of the "Survival of the Fittest" as a basic force shaping the lives of primitive man.
- B. Social origins and social continuities, and mutual assistance within the family, the tribe and later the state.
- C. The philosophy of mutual assistance was exemplified by such faiths as Judaism and Christianity.
- D. The charitable function of the church and monastic orders.

#### II. EARLY ENGLISH RELIEF LEGISLATION

- A. The parliamentary Bill of 1536 concerning aid to the needy represents the first step from the unregulated giving of charity by the church, to some regulation by government.
- B. Overseers of the Poor appointed in 1572 as civil officers to direct expenditures of tax funds levied on the community for relief purposes.
- C. Justices in each county were empowered in 1576 to purchase or lease buildings for use as houses of correction in order to deter begging, provide work, and instill "habits of industry" in the indigent.

#### III. THE ELIZABETHAN POOR LAW

In the latter days of the reign of Queen Elizabeth, work was done toward clarifying the jumble of vagrancy and poverty laws then in existence.

##### A. Provisions of the Parliamentary Act of 1601

- 1. Able bodied poor to be provided with a session in jail or in stocks for those who refused to work
- 2. The unemployables were housed in the alms house
- 3. The dependent children deprived of parental support were to be apprentices: the boys up to the age of 2 $\frac{1}{4}$ , the girls up to the age of 21.

##### B. Supplement Act of 1662--This act provides for:

- 1. Legal residence as a requirement for parish relief
- 2. Legal residence acquired by birth
- 3. The needy lacking legal residence were returned to their proper parish
- 4. Newcomers to a parish were required to post surety against becoming public charges
- 5. The poor lodged in alms houses and refusing to work were denied relief



6. Inmates of alms houses "farmed" out to private bidders for exploitation
  7. The abuses from "farming out" practices resulted in its abolition in 1782.
- C. The Poor Law Revision of 1834
1. The doctrine of less eligibility embodied in the Poor Law Revision of 1834. It states "the condition of paupers shall in no case be so eligible as the condition of persons of the lowest class subsisting on the fruits of their own industry".
  2. Control of relief giving was taken from the parish and incorporated into poor law districts.

Subsequent progress, through the next century was steadily toward the state as responsible for the well being of its citizens.

#### IV. EARLY AMERICAN RELIEF LEGISLATION

- A. Early American settlers imbued with the English concept of pauper relief.
- B. No relief problem recognized in frontier settlements.
- C. Unemployment in cities focused attention on relief problem.
  1. Farmed out inmates of almshouses as did the English.
  2. Outdoor relief through the establishment of a pauper roll. This pauper roll membership became a public document.
- D. First public orphanage founded in 1790.
- E. Joseph Tuckerman founded the Benevolent Society of Boston in 1834.
- F. Other private charities such as:
  1. Association for improving the conditions of the poor
  2. Children's Aid
  3. Provident Association
  4. By 1900 private agencies expanded to national scope
- G. James West promoting the first White House Conference on Children in 1909 resulting in the formation of:
  1. The U. S. Children's Bureau in 1911
  2. Also Illinois and Missouri passed Mothers Aid Bills in 1911
- H. The term "Public Welfare" coming into use in 1917
- I. Public Foster Home Care in most states by 1934
- J. Mothers Aid Program in most states by 1934
- K. Federal Aid to states during depression years
- L. The Social Security Act of 1935 and subsequent amendments, with its many provisions for Federal-State Program culminated in the establishment of categorical assistance programs such as:
  1. Old Age Assistance
  2. Aid to Dependent Children
  3. Blind Assistance
  4. Disability Assistance



M. Other Provisions

1. Maternal and Child Health
2. Child Welfare Services
3. Vocational Rehabilitation
4. Public Health Services
5. Unemployment Benefits
6. Old Age and Survivor's Insurance

It may be said that Federal-State Aid to the needy of all categories represents an organized and publicly financed program which is also properly supervised and controlled through the proper legal provisions embodied in the Social Security Act and implemented by State Laws.

SOURCE MATERIAL<sup>1</sup>

1. Abbott, Edith, Public Assistance, Vol. 1, University of Chicago Press, Chicago
- \*2. Breckinridge, S.P., Public Welfare Administration, University of Chicago Press, Chicago, Ill., 1938 (Select Documents); Introductory notes to each section and a selection from documents; \$4.00
- \*3. Breckinridge, S.P., The Illinois Poor Law and Its Administration, University of Chicago Press, Chicago, Ill., 1939, Part I, pp. 1243; The Poor Law and its Administration, Part II, pp. 243-515, Select Documents; \$4.00
- \*4. Haber, Wm. and Cohen, Wilbur J., Readings in Social Security, 2nd Edition, Prentice-Hall, New York, 1950
- \*5. Public Aid in Illinois, Federal Social Security Act Amendments, Sept. 1950, Illinois Public Aid Commission, Chicago, Springfield, Illinois
6. The Social Security Act, U.S. Government Printing Office, Washington, D.C., 1950
- \*7. Stevenson, Marietta, Public Welfare Administration, MacMillan Co., New York, 1938, Parts I and II; \$2.50
- \*8. Lansdale, Robert T., et al., Administration of Old Age Assistance, Public Administration Service, Chicago, 1939, Part I; \$3.75

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<sup>1</sup>All source material preceded by an asterisk (\*) may be obtained on loan from the Chicago and/or the Springfield Office libraries.



## SOCIAL SECURITY ACT AND THE CATEGORICAL ASSISTANCE PROGRAMS

Purpose of the Section. The purpose of this section is to familiarize the visitor with the basic information relative to the Social Security Act and the categorical assistance programs in operation in the state of Illinois.

### Content of the Section

#### I. SOCIAL SECURITY ACT OF 1935

##### A. Social Philosophy Leading toward the Development of the Social Security Act

1. Industrial employees in the older age brackets less efficient
2. Care of the aged expensive
3. Number of older persons increasing and becoming a burden to the younger ones
4. Change in economy from rural to urban--last 30 years

##### B. Title I--Grants to states for Old Age Assistance

###### 1. Definition and scope of need

- a. On states which establish need for eligibility on fixed amount of income
- b. On states which establish need in general terms, i.e., the individual has insufficient means to maintain self on a reasonable standard of health and decency

###### 2. Level or standard of assistance

- a. States determining own level of assistance
- b. Public funds match state funds
- c. 50% of the administrative cost allowed

###### 3. Methods of financing within the state

- a. Direct tax
- b. Retail sales tax
- c. Poll tax
- d. General fund
- e. Revenue liquor license and amusement tax

###### 4. Administration--Type

- a. Establishment of a state agency to administer program
- b. Establishment of a state agency to supervise the program
- c. State agency (Illinois Public Aid Commission)
- d. Local agency



C. Title III--Federal Old Age and Survivors Insurance

1. Basic Provisions

- a. Old Age and Survivors Insurance paid to eligibles representing fully insured or currently insured individuals, regardless of need.
- b. OASI is a contributing system
- c. OASI is a federal system, federally administered and supported by federal taxes
- d. OASI can be increased only by congressional action
- e. Contribution
- f. Coverage

2. Organization and Administration

- a. Bureau of Old Age Insurance
- b. Number system
  - (1) Employees
  - (2) Employers

3. Finance

- a. Tax on salaries or wages
- b. Appropriation from general revenue

4. Coverage

- a. Salary and wage workers
- b. Exceptions: Railway employees

5. Benefit Formula

- a. Primary insurance benefit
- b. Wife's Old Age benefit
- c. Child's benefit
- d. Widow's benefit
  - (1) Over 65 years
  - (2) Under 65 years with minor children
- e. Parent's benefit
- f. Lump sum
- g. Widows of war veterans of World War II

II. OLD AGE PENSION IN ILLINOIS

A. State Legislation for the Aged--Public Assistance Code of Illinois, August 1951.

- 1. Age--be over 65 years of age
- 2. Residence--have resided in the state continuously for one year, immediately preceding application for assistance



3. Assignment or transfer of property within 5 years prior to application
  4. Economic Need
  5. Amount of Assistance
  6. Claims against estate
  7. Recovery from responsible children
  8. Transfer of property
  9. Burial
  10. Collection of claims
- B. Amendments to the Social Security Act; August 28, 1950, effective October 1950

### III. AID TO DEPENDENT CHILDREN

#### A. Basic philosophy of the Aid to Dependent Children Program

1. To maintain and promote the welfare of needy children, preferably in their own homes or in the home of relatives
  2. To afford the children an opportunity to live with their mothers or other relatives so that they can benefit from their guidance and affection
  3. To afford them a minimum of economic and social security as well as the opportunities accorded other children in the community
  4. To encourage economic independence through the social and financial assistance given by the agency
- B. Amendments to the Social Security Act--August 28, 1950, effective October 1950.

### IV. BLIND ASSISTANCE

- A. The blind are individuals and have particular problems as individuals, not as a group. They should not be considered a dependent, non-productive group, since many of them are capable of overcoming their handicaps and becoming self-supporting individuals, well adjusted in their environment.
- B. Determination of Eligibility for Blind Assistance--Basic Requirements or Determination as set forth below:
1. Knowledge of Article VII of Public Assistance Code of Illinois
  2. Knowledge of policies and procedures of Illinois Public Aid Commission as they apply to the blind
- C. Amendments to the Social Security Act--August 28, 1950, effective October 1950

### V. DISABILITY ASSISTANCE

- A. The fourth category, Title XIV of the Social Security Act, Grants to States for Aid to Permanently and Totally Disabled, became effective October 1, 1950.



B. Determination of eligibility with respect to permanent and total disability

1. On the basis of current applicable medical information
2. On the basis of social data
3. On the basis of occupational data

C. Definition of permanent and total disability--An individual has a permanent disability when he has a physical or mental impairment disease or loss, which is:

1. Irreversible, or
2. Progressive and not amenable to treatment, or
3. Requires treatment which is extremely hazardous or of questionable benefit.

The disability is considered total when it constitutes a complete handicap in relation to useful occupations within the individual's competence.

The term mental impairment is sometimes used to refer to mentally deficient persons. Other terms used are: Mentally defective, mentally retarded, mentally incompetent, subnormal, feeble minded, moron, idiot, and imbecile.

SOURCE MATERIAL<sup>1</sup>

1. Abbott, Edith, Public Assistance, Vol. 1, University of Chicago Press, Chicago
- \*2. Breckinridge, S.P., Public Welfare Administration, University of Chicago Press, Chicago, Ill., 1938 (Select Documents); Introductory notes to each section and a selection from documents; \$4.00
- \*3. Breckinridge, S.P., The Illinois Poor Law and Its Administration, University of Chicago Press, Chicago, Ill., 1939, Part I, pp. 1243; The Poor Law and Its Administration, Part II, pp. 243-515, Select Documents; \$4.00
- \*4. Cowgill, Ella Lee, A Guide Book in Public Assistance, Family Welfare Association of America, 122 East 22nd St., New York City, N.Y., 1940, Chapters I and II; 40¢
- \*5. Haber, Wm. and Cohen, Wilbur J., Readings in Social Security, 2nd Edition, Prentice-Hall, New York, 1950
- \*6. Manual of Policy and Procedures, Illinois Public Aid Commission, Section IV, Chapters related to the determination of eligibility for Old Age Pensions
- \*7. The Public Assistance Code of Illinois, 1949-1951, Illinois Public Aid Commission, Chicago, Illinois.
- \*8. Public Aid in Illinois, Federal Social Security Act Amendments, Sept. 1950, Illinois Public Aid Commission, Chicago, Springfield, Illinois



9. The Social Security Act, U.S. Government Printing Office, Washington, D.C.,  
1950.

\*10. Stevenson, Marietta, Public Welfare Administration, MacMillan Co., New York,  
1938, Part I and II; \$2.50

<sup>1</sup>All source material preceded by an asterisk (\*) may be obtained on loan from  
the Chicago and/or the Springfield Office Libraries.



## PUBLIC ASSISTANCE ADMINISTRATION IN ILLINOIS

Purpose Of The Section. The purpose of this section is to give a better understanding of the administration of public assistance in Illinois.

### Contents Of The Section

#### I. PUBLIC ASSISTANCE ADMINISTRATION--The systematic execution of the public law

- A. Differs from private business administration in that results are usually not measured by production or profits.
- B. Public Assistance is a specialized phase of public administration.

Multiple problems arise when the human element enters the picture since no two people are exactly alike. Even though problems appear similar, the individuals react differently because of fears, emotions, attitudes, education, past experience, etc.

#### II. THE NEED FOR AN ADMINISTRATIVE ORGANIZATION

- A. Early development of public assistance
- B. The depression and unemployment
- C. Passage of the Social Security Act
  - 1. Categorical assistance
  - 2. Federal participation
  - 3. Federal requirements of state agencies

#### III. ESTABLISHMENT OF THE ILLINOIS PUBLIC AID COMMISSION<sup>1</sup>

- A. Successor to the Governor's Commission on unemployment and the Illinois Emergency Relief Commission
- B. Membership
- C. Term of office
- D. Powers and Duties

#### IV. EXECUTIVE SECRETARY

Directs all operations having for their purpose the fulfillment of administrative policy as declared by the Commission

#### V. THE PHYSICAL PLANT

- A. The Chicago Office
  - 1. Headquarters of the Commission
  - 2. Office of the Executive Secretary
  - 3. Office of the Assistant Executive Secretary
  - 4. Office of eight division heads and their staffs

<sup>1</sup>See the Public Assistance Code of Illinois and Related Laws affecting Public Aid (1949-1951) Article II - Powers and Duties of the IPAC.



B. The Springfield Office

1. Office of the Executive Secretary
  2. Office of the Assistant Executive Secretary
  3. Master file of all recipients
  4. Preparation of recipient rolls and writing of checks
  5. Complaint correspondence
- C. Regional Offices (6)
- D. County Departments of Welfare (102)
- E. Local Governmental Units (1455)

VI. EIGHT SPECIALIZED DIVISIONS OPERATING UNDER THE IMMEDIATE SUPERVISION OF THE EXECUTIVE SECRETARY

- A. The Division of Field Services
- B. Division of Accounting
- C. Division of Standards and Services
- D. Division of Finance and Statistics
- E. Division of Office Management
- F. Division of Personnel
- G. Division of Special Services
- H. Division of Examinations

VII. OTHER STAFF GROUPS

- A. Administrative Assistants to the Executive Secretary
- B. Methods and Procedures Department
- C. Staff Development Services
- D. Advisory Committees

SOURCE MATERIAL<sup>1</sup>

- \*1. The Public Assistance Code of Illinois and Related Laws Affecting Public Aid  
- 1949--1951
- \*2. Illinois Public Aid Commission--Office Manual--Revised Edition 7-20-50
- \*3. Illinois Public Aid Commission--Manual of Policies and Procedures

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<sup>1</sup>All source material preceded by an asterisk (\*) may be obtained on loan from the Chicago and/or the Springfield Office Libraries.



"Without Public Approval No Institution Can Succeed,  
With it No Institution Can Fail"

Abraham Lincoln

## PUBLIC RELATIONS FOR THE PUBLIC ASSISTANCE WORKER

### INTRODUCTION

Public Relations is the art of getting along with people.

What the public thinks of you, rather than what you think of it, determines the success of your work.

Your manner of providing your public with what it desires and needs must be such as to promote social progress.

American Public Welfare has fairly well learned how to solve or alleviate some of the social problems. The next big job is to learn how to work with people.

In public and human relations we have a new and unexplored frontier. Beyond this frontier lie opportunities greater than perhaps any of us can imagine.

Three principles are destined to play an important part in the growth of public relations:

The inseparability of deeds and the interpretation of deeds;  
The power of the "you" attitude in communication;  
The art of talking to people in terms they can understand.

Purpose Of The Section. The objective of this section is three fold. (1) To develop and maintain good public relations by the public assistance worker in his dealings with the community; (2) to foster and stress individual responsibility in presenting agency's objectives and policies to the public in the most favorable manner; (3) to know the correct and full functioning of other agencies in the community, and to utilize them when their services are indicated.

### Contents Of The Section

#### I. DEFINITIONS OF PUBLIC RELATIONS

- A. "Public relations is the art of bringing about better public understanding which breeds greater public confidence for any individual or organization" (Howard Bonham--former vice-president, American National Red Cross)
- B. "Public Relations is the continued process of keying policies and actions to the best interests of those individuals and groups whose confidence and good will an individual or institution covets, and secondly, it is the interpretation of these policies, services, and actions to assure complete understanding and appreciation. (W. Emerson Reck--vice-president, Wittenberg College, Springfield, Ohio)



- C. "Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest, and executes a program of action to earn public understanding and acceptance". (Denny Griswold--Publisher and Editor, Public Relations News)

## II. IMPORTANCE OF PUBLIC RELATIONS TO THE AGENCY

### A. The Community's Attitude Toward the Agency

1. The community's relationship to the agency
2. The community's acceptance of the agency
3. The community's attitude towards the public assistance worker
4. The public assistance worker's attitude towards the community

### B. Financial Support

1. Public information regarding source of agency's finances
2. Sources of public information regarding agency's financial support

### C. Emotional Reactions of the Public to the Agency

1. Newspaper articles
2. Editorials
3. Speeches
4. Concepts of social workers

## III. PUBLIC RELATIONS BEGIN IN THE AGENCY

- A. Be correct technically in the interpretation of policies and procedures
- B. Be correct humanly in respecting the dignity of the personality
- C. Be correct economically in not wasting supplies and maintaining equipment in good repair

## IV. PUBLIC RELATIONS AND THE PUBLIC ASSISTANCE WORKER'S LOYALTY TO THE AGENCY AND TO THE PEOPLE IT SERVES

- A. Individual responsibility is a component part of agency's responsibility
- B. Keep positive objectives and realistic attitudes toward agency and recipient
- C. Direct recipients' complaints into proper channels
- D. Service to the recipient is requirement of employment
- E. Each public assistance worker is a vital link in agency's staff

## V. PUBLIC RELATIONS AND THE RECIPIENT

- A. Adequate service within the scope of agency's policies to persons for whom the agency has certain responsibilities
- B. Treat each recipient as an individual
- C. Take action based on facts and sound judgment
- D. Show an interest in the recipient's problems--allow him to tell his story in his own way



SOURCE MATERIAL

1. Public Relations Training for Public Personnel--Trainer's Manual, Illinois State Civil Service Commission, 1948
2. Griswold, Glenn, and Griswold, Denny; Your Public Relations, New York, Funk and Wagnals Co., 1948



## THE UNDERSTANDING OF HUMAN BEHAVIOR<sup>1</sup>

Purpose of The Section. Understanding human behavior is basic in the administration of public assistance. The public assistance worker comes in daily contact with people in every walk of life. It is therefore, essential that the public assistance worker have a general knowledge of the physical, social and psychological factors that affect the human personality at different ages and under different circumstances. They should know something of the motivations and adaptations in human behavior.

### Content Of The Section

#### I. DEVELOPMENTAL STAGES IN THE HUMAN LIFE CYCLE

- A. Prenatal Life<sup>2</sup>
- B. The Period of infancy and early childhood (From Birth through the age of five)<sup>3</sup>
- C. The school age (From six through puberty)<sup>4</sup>
- D. The period of adolescence (From puberty to about twenty)<sup>5</sup>
- E. Adulthood (From about twenty to the age of sixty-five)<sup>6</sup>
- F. Old Age (Period of later maturity: (From about sixty-five and up)<sup>7</sup>

#### II. AREAS IN THE DEVELOPMENT OF HUMAN PERSONALITY. The human personality is undergoing from birth to death a developmental aspect involving certain factors. These factors will be listed below to indicate that there is a definite integration process involved in such personality development.

- A. Physical--Physical well-being safeguards psychological well-being
- B. Mental--Development of intellectual capacities has import for emotional growth
- C. Emotional--Emotional stability safeguards the social relationship of the individual
- D. Social--Good social adjustment contributes to the general psychological well-being of the individual

#### III. BASIC HUMAN NEEDS. These needs vary with age. As the individual grows and develops he becomes more self-sufficient.

##### A. Security

- 1. Food, clothing and shelter
- 2. Affection, love, social approval and encouragement

<sup>1</sup>Josselyn, Helen H., "The Meaning of Behavior", Chap. I, in Psychosocial Development of Children, Family Service Association of America, New York, 1948, pp. 7

<sup>2</sup>Ibid, pp. 28, Chap. IV, Prenatal Factors, and Towle, Charlotte, Chap. II, "Infancy and Childhood" in Common Human Needs, Public Assistance Report No. 8, Federal Security Agency, Washington, D.C., 1945, pp. 37-57

<sup>3</sup>Ibid, pp. 32, Chap. V and VI, Infancy

<sup>4</sup>Josselyn, op. cit., pp. 75, The Latency Period

<sup>5</sup>Ibid, Chap. IX, pp. 93, Adolescence

<sup>6</sup>Towle, op. cit., pp. 57-95

<sup>7</sup>Ibid, pp. 57-95



3. Care and protection both from the physical and emotional level
4. The importance of consistency in handling children
5. The importance of a stable home environment for emotional security

B. The Child's Need for New Experiences

1. Learning ) It should be noted in this section that the child
  2. Education ) in the process of development passes from a com-
  3. Exploration ) plete stage of dependency to one wherein he begins
  4. Experimentation) to take the initiative in exploring new situations.
- ) He is learning in experiencing new life situations.

C. The role of recreation in the normal growth of an individual

1. Opportunity to play
2. Provision of toys in the life of the infant and child
3. Provision of playmates in normal social adjustment
4. Opportunities for athletic activities of the older child and adolescent
5. Opportunities for leisure time activities in later maturity

IV. THE FAMILY AS A UNIT. In our society the principles have been accepted that people should be helped to resolve their own problems in accordance with their own wishes and way of life. It is because of these tenets that:

- A. Public assistance is paid in cash
- B. Parents have a right to rear their children as they wish
- C. Only when the welfare of the children is in jeopardy should authoritative action be taken by those given such authority by law
- D. Help be given the family in how best to manage on assistance granted to avoid mismanagement of the grant.
- E. Help and encouragement should be given the family in independent planning and creating in them a sense of mutual responsibility for self-support at the earliest possible date.

V. INFANCY AND EARLY CHILDHOOD

- A. Both physically as well as psychologically, the child, from the moment of its birth, becomes completely dependent on the mother for its care. Its basic needs are:

1. Food, clothing and shelter
2. Emotional needs--love and attention
3. A gradual development of a feeling of security with self-sufficiency as its goal
4. The most important years for the child are the years up to five. It is in this period that he experiences his greatest growth. Highlights of this period are:
  - a. Period of the greatest growth intellectually, physically and socially
  - b. Development of foundation upon which emotional good health is built
  - c. Period during which a feeling of security and well-being is most important for future mental health



5. Fearful situations are apt to affect the child's state of security
6. The most important factor in the child's life is the mother's affection
7. The period up to five is most important in developing social attitudes.
  - a. Obedience
  - b. Discipline
  - c. Co-operation
8. The patterns of behavior are gradual in developing. Patterns of reaction and mental attitudes are shaped during this period.

B. Some childhood fears

1. Fear of the loss of mother's love;
2. Fears occurring during the period of toilet training--when the child must learn to conform to social demands;
3. Fear that he will be rejected and not loved if he does not conform;
4. Fear that he may be stupid if he cannot conform too readily;
5. Generalized anxiety reactions arising out of the development of conscience with its ensuing conflicts. This may be due to:
  - a. Confused and inconsistent behavior pattern on the part of the parents;
  - b. Severe and cruel authority may be responsible for the development of a rigid personality in the child which often results in rebellion taking the form of delinquency;
  - c. Weak and faulty authority may develop a weak personality and this would become easy prey to outside anti-social forces.

VI. THE SCHOOL AGE (Six through Puberty)

- A. School Age (Six to adolescence) Period of socialization--The beginning of Social conformity
1. Period of latency--bodily preoccupations are being repressed.
  2. Greater consciousness that undesirable impulses are not acceptable, thus resulting in developments of opposite behavior which is socially approved.
- B. Grade School child enters a period of interest in achievement and competition
1. Period of exploration and creativity
  2. Play relationship and co-operation
  3. Desire for knowledge general
  4. Satisfaction in becoming self-sufficient through creative activities
  5. There is also development of ethical standards: Differentiate right from wrong, sense of justice, differentiation between falsehood and truth, etc.
  6. Gradual dependency from mother dependency by developing more outside experiences around school playmates



C. Period of Adolescence (Puberty to about 20)

1. Period of conflict--This exemplified in the desire to remain a child or growing up (Freedom from dependency and the acquisition of independence)
2. Period of heightened tensions and apprehensions
3. Desire for independence
4. Formation of new attachments outside the home
5. Greater desire to be independent of parents and the resultant conflict
6. The choice of a vocation is being considered during this period
7. The process of social accommodation--meeting the demands of society
8. The age of work--need for developing work habits. This is exemplified in part time work such as selling newspapers or working in a grocery store after school hours

D. Psychological characteristics of this period. This period is marked by the emergence of certain personality characteristics transitional to adulthood and maturity. These are:

1. Moodiness
2. Overeating
3. Self-centeredness
4. Self-consciousness
5. Occasional regressive behavior--child-like behavior such as loud talking
6. Pretence--tries to defend himself by becoming sophisticated
7. Drive for perfection

VII. GENERAL CHARACTERISTICS OF ADULTHOOD TO LATER MATURITY

A. Adulthood (20 years and up)--Adulthood may be thought of in terms of the following adjustments

1. Work adjustment
2. Family adjustment
3. Social adjustment--to the community and the cultural group

B. We may also think in terms of the four basic wishes or needs as indicated by W. I. Thomas:<sup>1</sup>

1. Desire for security--Food, shelter and clothing. A steady income, for economic insecurity frequently accentuates the stresses and strains of parenthood.
2. Approval and recognition--This is exemplified in conformance to social customs and morals. Also approval and recognition from family, friends and the employer.
3. Love and affection (desire for response)--we all want to feel needed and wanted. We want to have a feeling of belonging, being one of the home group, the shop or the circle of friends.
4. Desire for new experiences or learning--the need for further learning and benefiting from past experiences as they apply to present life conditions is seen here.

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<sup>1</sup>Young, Kimball, "Personality and Problems of Adjustment", F. S. Crofts and Co., New York, 1945, pp. 63-64



C. Psychological characteristics of normal maturity. These are:

1. Ability to adjust to new situations satisfactorily.
2. The learning process continued through the expansion of knowledge, information and application of past experience.
3. Activity directed towards a realization of goals, rather than being dominated by fears and childhood fantasies.
4. A reasonable self-sufficiency.
5. More outgoing activity--a greater emphasis of centering attention and love on others rather than on the self.
6. A moderate display of dominance and aggressive traits.
7. Good sexual adjustment.
8. Good work adjustment.

VIII. OLD AGE (period of Later Maturity: From about 65 and up)<sup>1</sup>

A. General Factors

1. The aged are not a type
2. Economic tensions and stresses are difficult to cope with by the aged
3. Physiological and psychological changes affect the personality of the aged
4. The chronicity of a majority of the ailments of the aged
5. Idleness and monotony are the most important factors affecting the personality of the old people
6. Patterns of thought and habits are fixed and difficult to change
7. The consideration of financial security alone is not sufficient for old people. The emotional security as well must play an important role in their daily adjustment

B. Characteristics of Old Age

1. There is a loss of speed--slow reaction time. There is also a lessened ability to reason
2. Less ability to learn new things
3. A lessened control over impulses
4. Anxiety and worry occur more frequently

C. Bodily changes

1. Cardio-vascular
2. Nerve tissue
3. Bony structure

D. Psychological Defenses against the aging process. The following defenses built up by older persons are more or less normal, and should not be construed as necessarily neurotic in nature:

1. An effort to deny aging
2. Efforts to keep looking young
3. Tendency to become dependent on authority or even act in a child-like manner

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<sup>1</sup>Lawton, George, "Physical Changes in Old Age", in New Goals For Old Age, Columbia University Press, New York, 1943, pp. 71-91



4. An attempt to gain attention through illness
5. A tendency to hoard things regardless of their intrinsic value
6. Reliving his past
7. He may become interested in religion, social welfare activities, etc.

## IX. IMPORTANT FACTORS IN UNDERSTANDING THE CHRONICALLY ILL AND DISABLED<sup>1</sup>

### A. General Factors

1. Disease and health should be viewed as a process of adjustment.
2. If the process of adjustment is successful the individual may be considered as mentally healthy, even though from the physical standpoint incurably ill.
3. If the process of adjustment is unsuccessful, we may think of the individual as ill, diseased, disabled, or handicapped.
4. The concept of total and permanent disability is a relative term. It is relative with respect to:
  - a. Medical findings
  - b. Social and psychological aspects affecting the individual
  - c. Untapped abilities and resources of the individual and the community
  - d. Range of rehabilitative possibilities for the physical disability for the individual

### B. Psychological Factors with respect to the disabled:

1. The individual's attitude towards his illness--inability to take handicap for granted
2. The family's circle attitude towards his illness:
  - a. Overprotective tendencies
  - b. Emotional involvement
  - c. Setting the disabled apart
  - d. Resignation towards the rehabilitative aspect of the handicap
3. The importance of understanding the handicapped individual and his needs as a person in common with other human beings.
4. The public assistance worker's attitude toward the handicap:
  - a. Disability consciousness on the part of the worker
  - b. Tendency to treat the disabled as a separate species
5. The compensation aspects of illness and handicap
  - a. The need for exploration of untapped abilities and resources of the individual
  - b. The need for the utilization of the rehabilitative resources of the communities and hospitals.

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<sup>1</sup>Towle, op. cit., pp. 72-80



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## INTERVIEWING

Purpose Of The Section. The purpose of this section is to help the visitor to gain an understanding of the factors that contribute to successful interviewing and to understand the significance of the interview material as it relates to the particular case situation, determination of eligibility and constructive service to the client. Essentials in interviewing and the significance of interviews will be pointed up through the study of selected case interviews.

### Contents Of The Section

#### I. Purpose of the Interview

##### A. Medium used to gain information

1. Not peculiar to field of social work but is used in all fields
2. Focus depends on the reason for the interview

##### B. Primary medium through which services are given in social case work

1. Focus is on helping the individual by purposeful talking with him
2. Source of understanding the individual and his particular situation and problem

##### C. Means for the individual to understand the function of the agency and how or how not it may be of service to him.

#### II. Essentials in Interviewing:

##### A. Interviewer must have an understanding of human nature and human motivation

1. Importance of warm human interest
2. Establishment of rapport and mutual understanding
3. Sensitivity to client's problem and feelings
  - a. Undertones of objective requests or statements that reveal feelings
  - b. Significance of client's actions
    - (1) Reason for client's difficulty in talking
    - (2) Reason for being over talkative
    - (3) Meaning of words and manners
4. Avoid hasty generalizations

##### B. Interviewer's Attitudes

1. Interviewer creates the atmosphere
  - a. Give full attention (avoid cluttered desk in office interviews)



## II. Essentials in Interviewing (continued)

- b. Have unhurried manner
  - c. Be natural and use terms client can understand
2. Sincere and honest willingness to understand the client is essential.
- a. Client must feel sincerity, integrity, and objectivity in the interviewer.
  - b. Avoid promises that may not be fulfilled.
  - c. Too spontaneous response may indicate only a surface response to client.
  - d. Client must not feel interviewer is negative and rejecting, or judgmental.
  - e. To accept the client is not to condone his behavior.
3. Interviewer establishes relationship that effects future contacts.

### C. Setting

- 1. Client should feel as comfortable and as natural as possible.
  - a. Natural, courteous and interested attitude of the interviewer.
  - b. In the office, furniture arrangement should be considered; chair shoud be arranged so client does not look directly into light.
  - c. Value in home interview is that client is in his own setting, but interview may be more interrupted.
- 2. Place of the office interview should insure as much privacy as possible.
- 3. Encourage individual to tell his own story.
  - a. Make note of factual material though much of this may come through natural story.
  - b. Limit note taking during the interview as it may stilt the interview.
- 4. Interview should not be too prolonged; usually an hour is enough.

### D. Interviewer will need to help keep focus on the purpose of the interview.

- 1. Help to the client is primary objective.
  - a. Learn his problem or need
  - b. How has client met his problem in the past and what is his ap- parent ability to work out his problem
  - c. Client must have understanding of agency investigating process.
- 2. Channel interview by question or comment.



### III. Guides in Interviewing

#### A. Starting the interview

1. Agency should state purpose if it initiates interview.
2. Let client make statement of his problem or reason for request if he asks for interview.

#### B. Importance of observation in understanding the client

1. Attention to what is not said as well as to what is said
  - a. Gaps or inconsistencies in the story
  - b. Association of ideas and shifts in conversation
  - c. Opening and closing statements may be significant
2. Significant actions such as body tensions, dejection, excitability or relationship to others present during interview

#### C. Listening fundamental in interviewing

1. Client may be helped to straighten out problems by putting it into words to an understanding listener
2. Interviewer has opportunity to see the problem from the client's point of view
3. Give response to client through comment or question

#### D. Talking part of interviewing

1. Necessary to explain functions of the agency or give information about another agency
  - a. Use simple, understandable terms
  - b. Avoid too detailed explanation
  - c. Be accurate
2. Interviewer reassures or encourages client and directs the interview
  - a. Importance of voice inflection
  - b. Assist the client who finds it hard to talk by a comment or question
  - c. Comment or question may direct client to more fruitful channels of conversation
    - (1) Ask leading rather than direct questions that can be answered by yes or no.
    - (2) Usually answer personal questions simply and directly and redirect interview toward the client.

#### E. Facing misrepresentation with Client

1. Be sure client understands what he is asked before concluding he is misrepresenting.
2. Avoid passing judgment, but be frank in explaining information interviewer has and give him opportunity to tell the truth.



3. Try to understand motive for misrepresentation.
4. State facts; don't argue.

#### F. Interpretation

1. Learn to analyze interview material constructively.
2. Be flexible and able to change hypothesis with new evidence.

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## SOCIAL CASE WORK

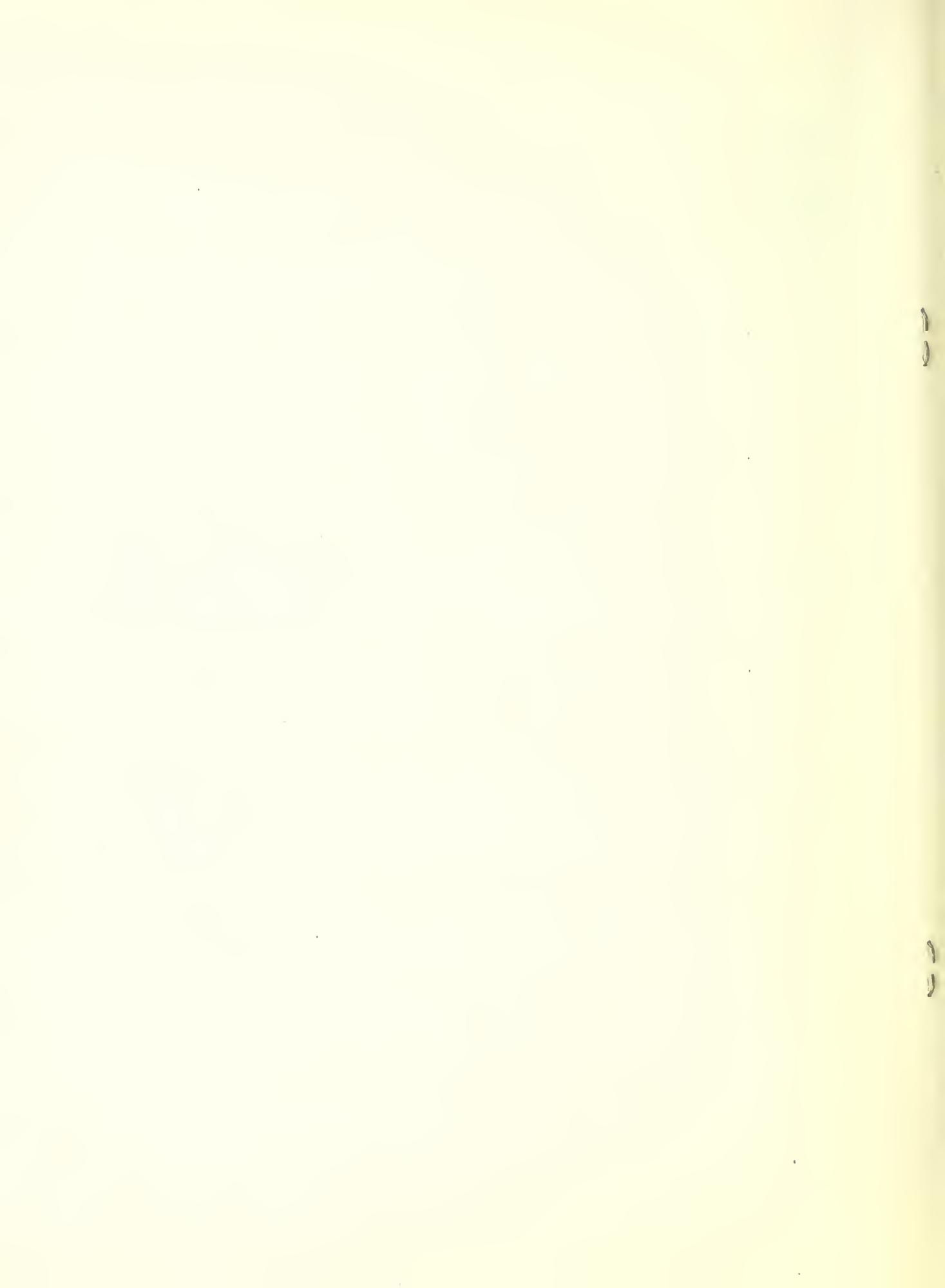
Purpose Of The Section. The purpose of this section is to familiarize the public assistance worker with the basic concepts of social case work.

### Content Of The Section

- I. Definitions of Social Case Work as Seen Through the Eyes of Well Known Social Workers
  - A. Social case work deals with the human being whose capacity to organize his own normal and social activities have been impaired by one or more social, economic or medical crises. (The Milford Conference Report of 1929)
  - B. Case work is a fundamental technique of helping individuals with their problems. (Florence Brugger)
  - C. The function of case work is the adjustment of the individual with social and economic difficulties. (Mary C. Jarrett)
  - D. Social case work means the social treatment of a maladjusted individual involving an attempt to understand his personality, behavior, and social relationships, and to assist him in working out a better social and personal adjustment. (Jessie P. Taft)
- II. Basic Social Work Concepts
  - A. Needs are social and personal
  - B. Case work is primarily concerned with individualizing needs
  - C. Case work regards the person as he is and respects him in his efforts to solve his own problems with the aid of the case worker
  - D. Case work aims at releasing the individual's capacities and directs him to utilize community resources in his social and personal adjustment
  - E. Case work implies the professional responsibility of the case worker in his relationship with the applicant or recipient for assistance
- III. Social Case Work Fields

The scope and magnitude of social, economic and medical maladjustment inherent in a fast changing culture and economy necessitates a high degree of specialization. Social case work, likewise, has its fields of specialization. These are:

  - Family problems
  - Child guidance problems
  - Psychiatric problems
  - Medical problems
  - Probation and parole problems, etc.
  - Public and private aspects of social case work
  - Group work
- IV. SOCIAL CASE WORK PROCESS
  - A. Social Study Information
  - B. Diagnosis, Interpretation, Judgment
  - C. Services and Treatment



## V. METHODS OF SOCIAL CASE WORK

- A. Forming a positive relationship in which he is freed to follow recommendations and suggestions to solve or alleviate his difficulties
- B. Giving the individual a sense of security
- C. Interviews--Oral or written
- D. Observation of attitudes and behavior
- E. Use of documents and experts in other fields

## VI. RESOURCES AND THEIR USE

### A. Personal Resources

- 1. Abilities
- 2. Skills
- 3. Educational
- 4. Economic assets

### B. Social Resources

- 1. The family
- 2. Relatives and friends
- 3. The community
- 4. The present, or former employer
- 5. The school
- 6. The church

## VII. PRINCIPLES OF CONFIDENTIALITY IN SOCIAL CASE WORK

- A. In contacts with applicants or recipients
- B. In intra-mural contacts
- C. In contacts with the community

## VIII. THE SCIENTIFIC APPROACH IN SOCIAL CASE WORK

- A. The visitor's understanding of his own emotional drives and impulses, prejudices and bias; understanding of his own feelings as well as that of others
- B. The visitor's planned and purposeful social study
- C. Objectivity on the part of the visitor and the public assistance agency in:
  - 1. Understanding the applicant's or recipient's problem
  - 2. Helping the applicant or recipient understand his own problem
  - 3. Helping the applicant or recipient work out the best solution possible to his problem

## IX. DYNAMIC ASPECTS IN SOCIAL WORK

- A. Interpersonal relationships
- B. Frustration and aggression
- C. Hostility and Resentment
- D. Anxiety reactions
- E. Resistance, etc.



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